

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

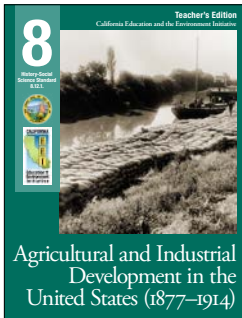
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

8.12.1.—Agricultural and Industrial Development in the United States (1877–1914)



In this unit, students explore the new technologies of the late 19th century and their effects on labor, economy, and the environment. In the first lesson, students read a visitor's account of the 1893 World's Fair, and analyze the technological and economic development taking place at the turn of the century. Next students discover, through playing a game, why Chicago became a commercial center. In Lesson 3, students use photographs and historical descriptions to summarize the role of scientific and technological innovation in advancing economic development during this time. Students then examine the effects of the railroad, refrigerated car, disassembly line, and balloon frame on the environment. Finally, students investigate governmental, economic, and environmental factors affecting the patterns of economic development in the late 19th century and evaluate their effects as beneficial or detrimental.

		RH.6–8.1	RH.6–8.2	RH.6–8.4	RH.6–8.5	RH.6–8.6	RH.6–8.7	RH.6–8.8	RH.6–8.9	RH.6–8.10	WHST.6–8.1	WHST.6–8.2	WHST.6–8.4	SL.8.1	SL.8.2	SL.8.4
LESSONS	California Connections			✓	✓	✓	✓	✓				✓				
	1		✓	✓		✓				✓	✓	✓	✓		✓	
	2	✓		✓					✓		✓	✓	✓	✓		
	3		✓	✓			✓				✓		✓	✓		
	4	✓	✓	✓			✓			✓				✓		
	5	✓	✓	✓						✓				✓		✓
	Traditional Assessment		✓									✓				
Alternative Assessment			✓	✓			✓					✓	✓			
COMMON CORE STANDARDS																

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 20–21 of this document.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class
- **Lesson 2:** Whole class, groups of 4
- **Lesson 3:** 5 groups
- **Lesson 4:** Whole class, groups of 4
- **Lesson 5:** 5 groups

National Geographic Resources

No maps or posters are used with this unit.

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer multiple-choice and matching questions and write four paragraphs:</p> <ol style="list-style-type: none"> 1) Students name two natural resources that supported agricultural and industrial production and state how they were used; 2) Students give two examples of byproducts from agricultural and industrial development and how they affected the environment; 3) Students explain how economic growth lead to population growth; and 4) Students explain how economic and population growth affect the environment. 	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>WHST.6–8.2: Write informative/explanatory texts...</p> <ol style="list-style-type: none"> b) Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples. d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
Alternative Assessment	
<p>Students analyze a diagram and identify what it says about growth and development in the 19th century. Next, students write an essay that explains what they think the diagram means; they must include specific vocabulary learned in the unit.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social science.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts...) with other information in print...</p> <p>WHST.6–8.2: Write informative/explanatory texts...</p> <ol style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow... b) Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples. c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style and objective tone. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 1: California at the World's Fair of 1893

Students read a visitor's account of the 1893 World's Fair in Chicago. They analyze California's exhibits at the World's Fair, and, based upon this evidence, write about the technological and economic development taking place in the nation at the turn of the century.



Use this correlation in conjunction with the **Procedures** located on pages 36–37 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Step 2: Students determine the purpose of a primary source document, Souvenir from 1893 World's Fair (Visual Aid #1).</p> <p>Suggestion: <i>The teacher might ask students about the artist's point of view conveyed in the poster.</i></p>	<p>RH.6–8.6: Identify aspects of text that reveal an author's point of view or purpose (e.g.,...inclusion or avoidance of particular facts).</p> <p>SL.8.2: Analyze the purpose of information presented in diverse media and formats...and evaluate the motives...behind its presentation.</p>
<p>Steps 4 and 5: Students independently read California Connections: California at the 1893 World's Fair (Student Edition, pages 2–6) and answer questions based on the reading. After whole class discussion of the first three questions, students write a prediction about how new technologies will affect the economy and landscape of California.</p> <p>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 14–19 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6–8.10: ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>a) Introduce claim(s) about a topic or issue...and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text...</p>

Student Tasks	Common Core Standards Applications
<p>Steps 4 and 5 (Continued):</p>	<p>WHST.6–8.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information or examples. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 2: Growth of the Windy City

Students trace the development of Chicago as a commercial center and play a game demonstrating Chicago's role in making markets available to agricultural producers.



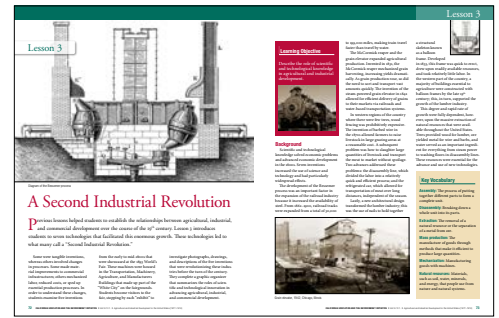
Use this correlation in conjunction with the **Procedures** located on pages 52–53 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Step 3: Students, as a whole class, are shown a timeline of Chicago's history and growth as well as visuals of Chicago (Visual Aids #4–10), and are asked a series of questions stemming from these sources.</p> <p>Suggestion: Students with prior training in collaborative conversations could discuss and answer the questions in medium-sized groups, with students serving as discussion leaders. Provide each group with copies of the timeline and visuals for reference while discussing in their small groups. Groups could then share their answers with the whole class.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6–8.9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (... in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>b) Follow rules for collegial discussions...</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 4 and 5: Students, in small groups, play a game and discover the benefits of a trading center—in this case, Chicago—and then share their group’s strategies with the class.</p>	<p>SL.8.1: Engage effectively in a range of collaborative discussions (... in groups...)with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<p>Step 6: Students complete What Makes a City Grow? (Student Workbook, pages 7–8).</p>	<p>WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce claim(s) about a topic or issue...and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text... <p>WHST.6–8.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information or examples. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 3: A Second Industrial Revolution

Students examine five of the “new” inventions showcased at the 1893 World’s Fair. Students use photographs and historical descriptions to complete a graphic organizer summarizing the role of scientific and technological innovation in advancing economic development at the turn of the century.



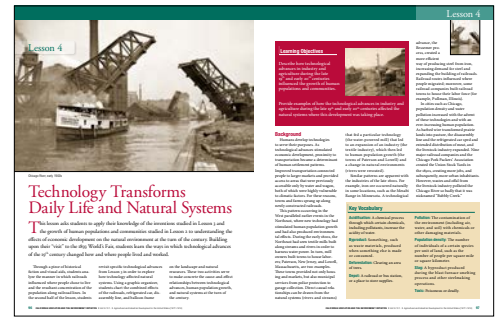
Use this correlation in conjunction with the **Procedures** located on pages 76–77 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Step 3: In five groups, students visit “exhibits” within the classroom of new technologies of the era. They examine pictures, drawings, and photographs, as well as read information about each new technology. Students record notes on New Technologies (Student Edition, page 9).</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6–8.7: Integrate visual information (e.g.,...in photographs...) with other information in print...</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (... in groups...) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals, and deadlines, and define individual roles as needed.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Groups share information from the charts they have completed, and make additions and corrections to their charts as appropriate.</p>	<p>SL.8.1: Engage effectively in a range of collaborative discussions (...in teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>Step 5: Students complete Part 2 of New Technologies (Student Edition, page 10) independently.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 4: Technology Transforms Daily Life and Natural Systems

Students read fictional accounts of life in the early 1800s and the mid-1800s. Students examine the effects of the railroad, refrigerated car, disassembly line, and balloon frame on the environment, and complete a graphic organizer.



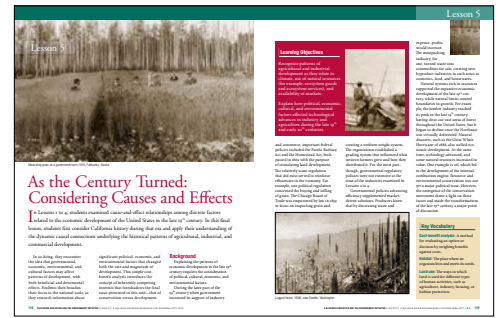
Use this correlation in conjunction with the **Procedures** located on pages 100–101 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Step 3: After reading a historical fiction piece, students study a map of the fictitious area and analyze the effect of railroads by answering a series of teacher-led questions.</p> <p>Suggestion: Students with prior training in collaborative conversations could analyze, discuss, and answer the questions in medium-sized groups, with students serving as discussion leaders. It would be best if each group were given copies of the map and questions for reference while discussing in their small groups. Groups could then share their answers with the whole class.</p>	<p>RH.6–8.7: Integrate visual information (e.g.,...maps) with other information...</p> <p>RH.6–8.10: ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (...teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>Step 4: Students identify the new technologies of the era in the historical fiction piece and verbally explain how the new technologies changed life for people in the 19th century.</p>	<p>RH.6–8.2: Determine the central ideas or information of a...secondary source...</p>

Student Tasks	Common Core Standards Applications
<p>Steps 5 and 6: Students read Student Background on Technology’s Effects on Natural Systems (Student Edition, pages 16–17) and complete charts on pages 11 through 13 in the Student Workbook identifying work conditions before and after the new technologies and the effect on the environment of the new technologies.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6–8.10: ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>

Lesson 5: As the Century Turned: Considering Causes and Effects

Students revisit **California Connections: California at the 1893 World's Fair** from Lesson 1. They investigate governmental, economic, and environmental factors affecting the patterns of economic development in the late 19th century, and conclude that such development can have both beneficial and detrimental effects.



Use this correlation in conjunction with the **Procedures** located on page 122 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Steps 3 and 4: In 5 groups, students visit “stations” in which they learn about and explain other developments in the late 19th century and assign each to one of three categories: government action, environmental influences, or economics. Finally, when the activity is complete, students discuss, as a whole class, each development, its category, and whether the effect was beneficial or detrimental. Students must explain their decisions.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6–8.10: ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4 (Continued):</p>	<p>SL.8.1: Engage effectively in a range of collaborative discussions (...in groups, and teacher-led) with diverse partners on grade 8 <i>topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.4: Present claims and findings... emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details...</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the ***California Connections*** selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis. **(RH.6–8.1)**
- Note how the author sets up the central ideas or information; and provide an accurate summary of the text distinct from prior knowledge or opinions. **(RH.6–8.2)**
- Identify key steps in a text’s description of a process related to history. **(RH.6–8.3)**
- Note how the author explains the meaning of key words, phrases, and vocabulary related to history/social studies. **(RH.6–8.4)**
- Analyze the structure the author uses to organize the text; describe how a text presents information (e.g., sequentially, comparatively, causally). **(RH.6–8.5)**
- Analyze the author’s point of view and purpose, including watching for loaded language and inclusion or avoidance of particular facts. **(RH.6–8.6)**
- Note how the information in the ***California Connections*** text integrates with information provided throughout the unit in diverse formats, including charts, graphs, photographs, videos, or maps. **(RH.6–8.7)**
- Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6–8.8)**
- Analyze the relationship between a primary and secondary source on the same topic. **(RH.6–8.9)**
- Note comprehension strategies for understanding text. **(RH.6–8.10)**

Note: Standard descriptions from the *Reading Standards for Literacy in History/Social Studies* are paraphrased and combined, using terminology that applies to reading a ***California Connections*** selection.

Writing

Many ***California Connections*** selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the ***California Connections*** selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

WHST.6–8.2a: Introduce a topic clearly, previewing what is to follow...


Suggestion: Note that this paragraph sets the framework for the essay about agriculture and agriculture technology.

RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...

- *natural resources*
- *horticulture*
- *varieties*
- *stately*

California Connections: California at the 1893 World's Fair
Lesson 1 | page 1 of 5

California at the 1893 World's Fair




Daniel Branch traveled by train to Chicago. As the president of the California State Board of Trade, he had an important mission to achieve at the 1893 World's Columbian Exposition. In his leather satchel, Branch carried pamphlets that described the many benefits of living in California.

Of course, the literature highlighted the state's beauty. It also touted California's incredible contributions in the areas of technology and agriculture. And it described the state's vast natural resources and its growing population.

The Board of Trade chose Branch as its head because he knew more about California agriculture than any other member. He also had a strong interest in horticulture. In fact, he had recently met Luther Burbank, who had developed hundreds of new varieties of plums and other fruits. Branch thought about the tremendous progress California had made in the last few years. The fair would make this progress visible to the world.

"Inspiring," thought Branch, looking out over Chicago's Jackson Park. As the train approached the station, he could see hundreds of brilliant white buildings. He understood then why people called the fair "The White City." Branch left the train, moving onto the noisy platform. He paid 50 cents to enter the fairgrounds and made his way through the crowds to the Administration Building. The domed rotunda gleamed like the finest capitols of Europe. Beyond this was the Court of Honor, with its huge reflecting pool and gold statue of the Republic.

A Stately Presence
Branch looked at his map. The fair had state buildings



Administration Building, World's Fair, 1893

2 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 8.12.1. | Agricultural and Industrial Development in the United States (1877–1914) | Student Edition

RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Suggestion: Discuss how the picture supports the description provided in the text.

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Suggestion: Discuss with students why fruit would be on display at the world fair. Ask students to list other California crops and natural resources they would expect to see at the World's Fair.

WHST.6-8.2b: Develop the topic with relevant, well-chosen facts... concrete details...or other information and examples.

Suggestion: Most paragraphs begin with a strong topic sentence and are supported with many concrete details and examples. Students might underline topic sentences and number the supporting details for each topic sentence.

California Connections: California at the 1893 World's Fair
Lesson 1 | page 2 of 5



California fruit display, World's Fair, 1893

and national exhibition halls. California had exhibits in both. In the U.S. Government Building, for example, was a gigantic California redwood tree. California also had displays in the National Fish and Fisheries Building, the Agriculture Building, the Horticulture Building, the Mines and Mining Building, and many others.

By far the most celebrated of all the state buildings was the one belonging to California. It looked like one of the California missions,

with arched adobe walls and red-tiled roofs. Inside, the space opened into a huge gallery with high ceilings. This gallery held full-sized palm, orange, and lemon trees; pine boughs; and lush native plants and grasses. Branch was amazed at how healthy the plants looked, so far from home.

Since California was a large state with many different climates, crops, and natural resources, it filled its building with exhibits from each of its 57 counties

(now 58 counties). Branch decided to visit the Southern Californian counties first, then the northern counties. He would end his tour with the counties in the Great Central Valley. Tomorrow he planned to hand out his pamphlets in front of the U.S. Government Building. He would talk to people about the benefits of moving to California.

Touring "California"

Branch began with the Los Angeles County exhibit. At the entrance stood a huge globe, about 8 feet in diameter. Oranges—6,280 of them—covered the globe. A wire loop held each orange. Branch learned that workers replaced the oranges every 15 days to maintain their freshness.

Los Angeles County was obviously proud of its oranges. The Horticulture Building featured a 35-foot-high tower that contained more than 14,000 of them. Los Angeles County had also assembled a living orchard of orange and lemon trees, date palms, and native plants. Branch was amazed that the orchard had reached Chicago safely where

WHST.6-8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

RH.6–8.5: Describe how a text presents information...

California Connections: California at the 1893 World's Fair
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thousands of visitors could now enjoy them.

Santa Barbara County's exhibit had 2,000 quarts of olive oil. Ventura County's exhibit boasted the largest bean farm in the world. San Diego County offered a colorful display of fish, shellfish, shells, and stuffed waterfowl. Branch also visited San Luis Obispo County's exhibit, with its huge display of beans, peas, corn, wheat, rye, barley, oats, onions, rice, alfalfa seed, walnuts, flax, and jute.

Shasta County, in the northern part of the state, showed valuable minerals like gold, silver, copper, and iron. The city of Oakland, in Alameda County, displayed products from the Alameda

Sugar Company and the Oakland Fruit Preserving Company. It also featured refined salt from the Solar Salt Works. The San

Francisco Chronicle exhibit showed the growth of the railroad; maritime shipping; and lumber, milling, and manufacturing industries.

In the middle of Santa Clara County's impressive exhibit was a life-sized statue of a horse, ridden by a knight in full armor. Light and dark prunes completely covered the horse and rider.

Placer County displayed a variety of cherries, apricots, oranges, grains, and honey. This county's claim to fame was the early ripening of its fruit. Farmers in Placer

County could market their wares three to five weeks earlier than farmers in the northern counties.

Branch headed for the Great Central Valley exhibits. Fresno County had a large alcove decorated with bundles of wheat, oats, rye, and barley. In the middle of the alcove was an 8-foot-high pyramid made with boxes of raisins. A woman offered Branch a box as a souvenir. He thanked her, opened the box, and ate a handful. The raisins were plump and delicious.

The Kern County exhibit was a beautiful Venetian bridge. On it were many beautiful dried peaches and pears, along with such cereals as barley, wheat, and oats. Branch marveled at the beauty and quality of the grains.

The Sweet Taste of Success

After looking at all this delicious food, Daniel Branch was hungry for lunch. He thought he might try one of those new hamburgers and a carbonated soda. He had heard that the fizzy drinks were quite refreshing. Branch left the California Building and headed for the food stands



World's Fair, 1893

4 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 8.12.1 | Agricultural and Industrial Development in the United States (1877–1914) | Student Edition

RH.6–8.6: Identify aspects of a text that reveal an author's point of view or purpose...

WHST.6–8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Suggestion: Have students create a chart with the names of the counties and a brief description of the items in their displays. If the students' county is not listed, ask students which natural resources or crops would they chose to represent their county in 1883 versus present day. Discuss the author's purpose in including the description of the county exhibits.

California Connections: California at the 1893 World's Fair
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Ferris wheel, World's Fair, 1893

Farmers had done little in the early days to improve the soil or to rotate crops. As a result, the soil lost nutrients, and the grain grown was starchy and less edible.

Even so, California farmers had continued to learn by doing. They had put their heads together, leveled their fields, and built thousands of miles of ditches to drain and water their crops. They had built dams to hold winter rains and snowmelt. They had learned which crops would grow best in different types of soil and how to keep that soil healthy and productive.

When banks had offered lower-interest loans in the 1870s, many people had been able to purchase farms. Farmers had begun to grow specialty crops like fruit, nuts, and vegetables on smaller plots of land. They had used the technology that wheat growers had previously developed to plow and sow their fields. Crops grew so well in the sunny inland valleys that growers increased their harvest by 25% each year during the 1870s and 1880s.

For example, California fruit production was hugely successful; it was so

that surrounded the Ferris wheel and other attractions.

As he took a big bite of his juicy hamburger, Branch thought about California's success in agriculture. That success had begun soon after the Gold Rush ended. Miners and mining companies had seen that the next great opportunity lay in the flat, fertile ground of the state's central valleys. The mild, rainy winters and hot, dry summers were perfect for growing wheat year-round. In contrast, in the eastern United States and in Europe, farmers had to wait for the last frost before they could plant their spring crops.

Wheat grew easily in California. New growers could

focus on improving planting and harvesting technology to increase their crops. The soil in the Central Valley was easy to till, and the ground was flat. The growers invented special wide plows and sowers that scattered seeds over a wide area. With this technology, one man and a team of eight horses could work six to ten acres per day, whereas farmers in the East or Midwest considered one-and-a-half acres of plowing to be a good day's work.

Daniel Branch knew agriculture in California had changed greatly since farmers had harvested the first wheat crops more than 40 years ago. Recently, wheat exports to Europe had decreased.

WHST.6–8.2b: Develop the topic with relevant, well-chosen facts,... concrete details,...or other information and examples.

WHST.6–8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Suggestion: Ask students why electricity would be an attraction at the 1893 World's Fair. Which technology would students expect to see at a present day World's Fair.

California Connections: California at the 1893 World's Fair
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successful that it had almost destroyed the incomes of raisin growers in Spain, prune growers in Serbia and Bosnia, and citrus growers in Sicily. In addition, the California Debris Commission was currently planning to dredge the Sacramento and San Joaquin rivers. Dredging the rivers would make it possible to ship even more goods from the Central Valley to the coast and beyond. When the Transcontinental Railroad was completed in 1869, the state had also begun providing the East and Midwest with an abundance of fruit, vegetables, and grain. Trade with other countries, however, was a relatively small part of California's growing economy at the time.

New Technologies at the Fair

After lunch, Branch planned to investigate the new electrical technology displays by Edison and Tesla. He had heard a rumor that electricity could power irrigation pumps, and California's State Legislature had recently passed laws that would provide funding for new irrigation technology. These



Electric display, World's Fair, 1893

new systems would enable farmers to bring water to dry areas in the hot summer months. Imagine how that would improve productivity!

Daniel Branch took long strides across the square. The famous Ferris wheel was directly in front of him. Before visiting Edison's and Tesla's exhibits, he thought he might take in a view of Chicago from the top of the ride.

Branch sat down on the long hard seat as the carriage swept him up. What a thrill! As he moved toward the top, he could see the entire fair and the city beyond. He remembered that Chicago had been largely rebuilt after the Great Chicago Fire burned nearly all of it to the ground in 1871. Since then, the city had grown faster than any other in the Western world.

Looking across the vastness of Lake Michigan to the sparkling city, Branch thought about the costs, as well as the benefits, of this growth. As impressive as the city was, with all its wealth and beauty, Chicago was also known all too well for its filth, poverty, and crime.

As he completed his first turn around the Ferris wheel, Branch looked across to the broad walls of the California Building. He thought about how the "gold" in the "Golden State" included much more than the shiny metal. By carefully managing its natural resources and population growth, he believed that California would be able to continue its economic expansion, offering its wealth of golden grains, flowers, fruit, and vegetables to the world.

WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

Suggestion: Have students discuss the structure of the text (narrative) and how it differs from text structures found in textbooks. Have students evaluate which pieces of the narrative are fact. Discuss with students why the author chose to write this piece in a narrative format.

California Common Core State Standards Descriptions

Speaking and Listening Standards

- **SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **SL.8.4:** Present claims and findings (**e.g., argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6–8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.9:** Analyze the relationship between a primary and secondary source on the same topic.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
 - a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d) Establish and maintain a formal style.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.

Common Core Reference Pages

- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e) Establish and maintain a formal style and objective tone.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.